

# Equity and Open Education Faculty Cohort

*A professional development experience at PCC*

[sites.google.com/pcc.edu/oer-equity](https://sites.google.com/pcc.edu/oer-equity)

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## Why?

- Move beyond “free textbooks.”
- Help faculty think about how flexible copyright can transform their teaching; align materials with their learning objectives.
- Continue to build our open education community; help instructors engage in meaningful exploration and conversations about their teaching.
- Traditional textbooks tell limited stories; commercial textbook publishers aren’t financially motivated to publish “controversial” topics: (credit to David Wiley for this thought).



- Our students are diverse. How can we take advantage of flexible copyright, open materials, and open practices to incorporate more of our student experiences, voices and communities?

## How?

- Applied for and received one-time internal funding for development and stipends.
- Talked with experts that surrounded me; asked those already doing this work to document and share.
  - Incorporated examples from colleagues - videos
  - Consulted with our office of DE&I.
  - Invited our Director of Disability Services, Kaela Parks, to participate as a guest facilitator for a week.
- Position myself as a co-learner; in each cohort, we create the experience together.

## Stats

Total budget expended: \$22,001  
(includes OPE expenses)

**Part 1, Explore:** \$200 stipends  
**44 faculty**  
over 3 terms

**Part 2, Implement:** \$300 stipends  
**29 faculty**  
over 3 terms

Development hours: 20  
(does not include facilitation time)

*\*Note: these are projections as we conclude the final cohort.*

## Cohort Design

We offered this as a 2 part experience:

### Explore, \$200 stipend

- 4 weeks learning about OER & Copyright Basics, Culturally Responsive Teaching, Universal Design & Open Pedagogy.
- Content lives on Google site ([sites.google.com/pcc.edu/oer-equity](https://sites.google.com/pcc.edu/oer-equity)); is openly licensed.

- Participants placed into small groups (3-4 people) based on availability; meet 1 time/week for synchronous conversation; can choose to meet online, in person or via phone. Respond to prompts I provide.



OER & Copyright Basics



Culturally Responsive Teaching



Universal Design



Open Pedagogy

### Implement, \$300 stipend

- Instructors have the opportunity to implement the concepts that we’ve explored by redesigning a “unit” or two-weeks worth of their course materials.
- From the site: “The goal of your redesign should be to **increase diverse perspectives and voices, be more universally designed and/or culturally responsive**. Be sure to center your work here.”
- Share redesigned materials and/or plan with an open license.
- Optional Google Doc template for a course plan provided, along with examples from previous cohorts.

## Reflections

“The value in using OER goes beyond cost savings. When I began this cohort, the cost savings was the only thing on my mind. I saw this alone as an effort towards equity for students. Now I understand there are many ways that using creative commons materials, can help me work towards equity in the classroom.

*- Alexie McKee, Biology*

“What is sticking with me is the open pedagogy material and exploration. How exciting, these ideas - especially ideas around alternatives to disposable assignments. I feel this course has offered me a more holistic understanding of how [culturally responsive] teaching, [universal design] and open pedagogy work together to form a whole strategy for increased access across diversity.”

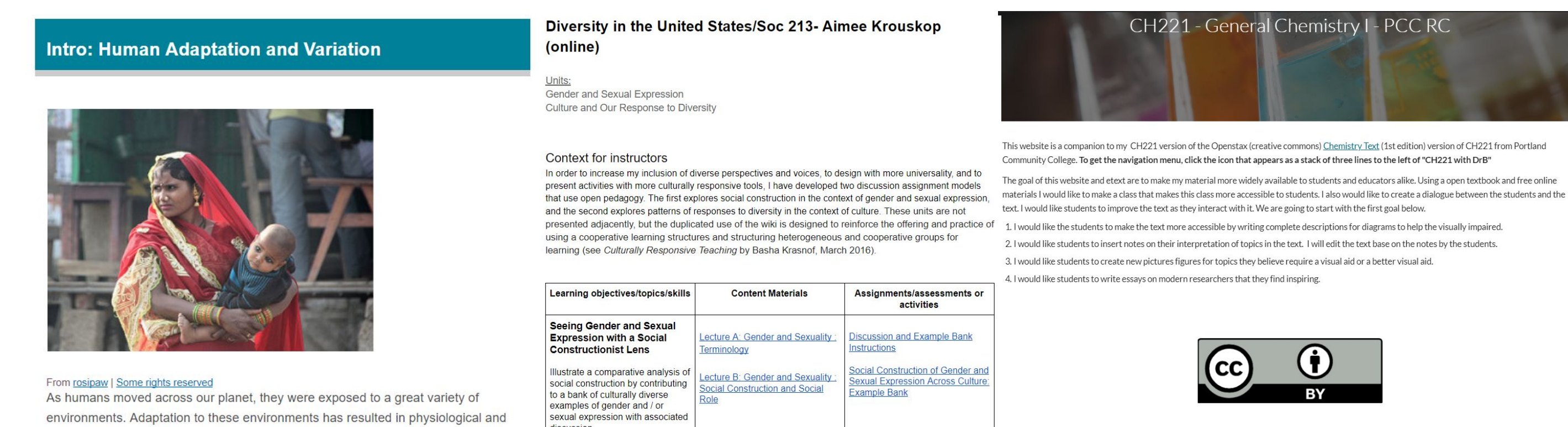
*- Aimee Krouskop, Sociology*

## Examples

Materials shared (with open licenses) by Part 2 participants can be found at: [sites.google.com/pcc.edu/oer-equity/projects](https://sites.google.com/pcc.edu/oer-equity/projects)

### Select examples

- Eric Dodson incorporated the OER work of colleague Tim Krause, using stories from Tim’s site, Oregon News with a multicultural perspective, as readings for his ESOL 30 class.
- Erica Braverman designed an assignment asking student to create open learning materials in order to explore genre for her Writing 115 and 121 classes.
- Benjamin Brooks adopted an open text and asked students to improve the accessibility of the text by writing descriptive alt tags for images for Chemistry 221.



## Victories & Lessons

- Take advantage of the resources in your community.
- Use community agreements; empower participants to talk about teaching.
- Don’t be afraid of synchronous conversations for an online experience IF they are necessary and meaningful!
- Think outside of the box on educational tech.
- We are ALL students.
- Make expectations clear, give people multiple ways to engage.
- Google doc templates and examples, examples, examples!

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